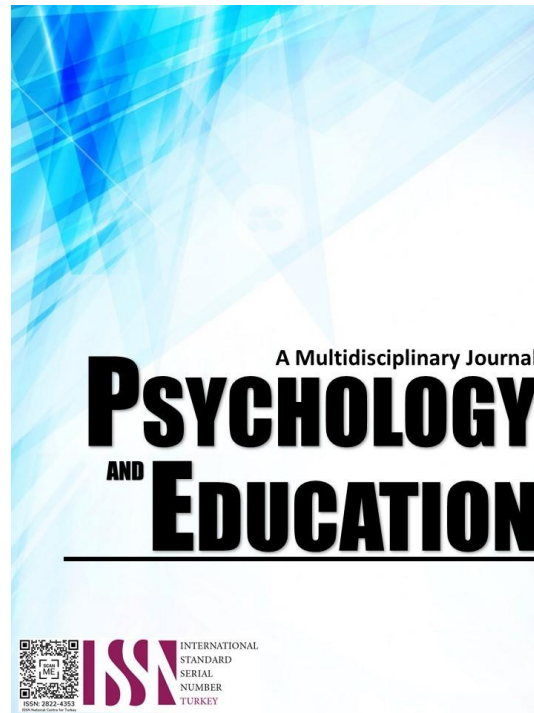


**SELF-EFFICACY AND ITS RELATIONSHIP TO THE
RESILIENCE OF ADOLESCENTS IN
SOUTH CENTRAL MINDANAO, PHILIPPINES:
A POST- PANDEMIC STUDY**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 10

Pages: 329-338

Document ID: 2023PEMJ858

DOI: 10.5281/zenodo.8105980

Manuscript Accepted: 2023-1-7

Self-efficacy and Its Relationship to the Resilience of Adolescents in South Central Mindanao, Philippines: A Post-Pandemic Study

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Abstract

This study was conducted to define the relationship of self-efficacy to adolescents' resilience in South Central Mindanao, Philippines. The study used quantitative, non-experimental research design using correlational technique to determine the degree of relationship between self-efficacy and adolescents' resilience. The respondents were the 400 adolescents, selected through non-probability approach. The mean, and Pearson Product Moment Correlation were used to analyze the data. It was revealed that the level of adolescents' self-efficacy and resilience are very high. Self-efficacy has a significant relationship with adolescents' resilience. Consequently, providing a motivating and caring environment can enhance adolescents' self-efficacy and help them develop resilience and be able to cope with adversity and succeed in life.

Keywords: *self-efficacy, adolescents' resilience, Philippines*

Introduction

The pandemic put great toll to young people who are at the point of making important choices for their future with its social and economic repercussions (Catellino, et al, 2021). This results to stress and distress in adolescents, especially mentally and emotionally (Morelli et al., 2020; Morelli et al., 2021). Furthermore, the World Health Organization emphasized how the pandemic can negatively influence well-being (WHO, 2020). Some of the published researches showed a proliferation in negative feelings and emotions like loneliness, worry, helplessness and fear that eventually leads to depression and anxiety (Duan et al., 2020; Loades et al., 2020; Saurabh & Ranjan, 2020).

Resilience, the vigorous capability, manners, or results of efficacious adaptation amidst threats of fulfilling potential and growth (Rutter, 1999; Masten, 2011). Further, resilience was considered to be a vital factor in promoting positivity and succeed despite adversities as it alleviates risks (Höltge et al., 2021; Luthar et al., 2000; Ungar, 2018). Hence, resilience is considered to be a protective factor that can promote psychological well-being of individuals alleviating the effects of stressful life events and trauma as it also help accelerate recovery from distress and risk (Davydov et al., 2010).

Self-efficacy provides individuals the capacity and ability to perform a specific job, task, and activity by being influenced by somatic well-being, environmental influence, and accomplishments (Tsang, Hui, & Law, 2012). Additionally, Bandura (1977) contends that

self-efficacy is the most important element that influence an individual's cognition. Consequently, stimulating positivity, motivation, care, and support, especially in difficult situations can foster and increase self-efficacy beliefs can be essential in promoting resilience admits diversity and distress (Schwarzer & Warner, 2013). Additionally, Meyer et al. (2022), emphasized that fortifying self-efficacy may be the most essential resilience factor to come with high levels of stress.

A knowledge gap is present in the relationship of self-efficacy and resilience among adolescents, especially in south Central Mindanao, Philippines after the pandemic. Limited studies have also been conducted in the locale exploring these variables and their relationship. Consequently, this study bridged this gap and aims to contribute to the pool of knowledge.

Research Questions

The study generally aimed to determine the relationship of self-efficacy and adolescents' resilience in South Central Mindanao, Philippines. Specifically, this study aimed to:

1. Assess the level of self-efficacy of the adolescents in terms of:
 - 1.1 effort;
 - 1.2 initiative; and
 - 1.3 persistence.
2. determine the level of resilience of adolescents in terms of:
 - 2.1 emotional regulation;
 - 2.2. novelty seeking; and
 - 2.3 positive future orientation.

3. determine the relationship between self-efficacy and adolescents' resilience in South Central Mindanao, Philippines.

Literature Review

Self-efficacy and Adolescents' Resilience

Self-efficacy is the ability to make an impact. This combination of meanings suggests a conscious understanding of one's ability to be successful and accomplish goals. People's self-efficacy perceptions mold how they think, feel, and motivate themselves. Self-efficacy concerns the impression or evaluation of one's capability to achieve a given objective. A person can build a sense of self-efficacy by performing a skill, observing someone else completing a task, receiving positive feedback about accomplishing a project, or relying on physiological signals (Zulkosky, 2019). Additionally, self and collective-efficacy growth can protect against trauma, prejudice, and other stresses. Therefore, those who deal with adolescents, particularly those from racial and sexual minority groups, should help them develop self-efficacy to create resilience (Hamann, 2021). Moreover, fostering efficacy and positive sensations can prevent a decline in adolescent motivation through instructional practices that promote healthy accomplishment objectives (Schweder, 2022).

Sagone et al. (2020) studied the association between resilience characteristics and the perceived self-efficacy of 302 Italian early, middle, and late adolescents. The findings revealed that resilience factors were heavily related to perceived self-efficacy in the contexts studied; as a result, young people who viewed their persona with a high level of sympathy and critical thinking are more resilient than those who are not. In the pandemic scenario, self-efficacy is a personal resource that protects people from the consequences of confinement. Their findings revealed the need to fundamentally cater to self-efficacy among adolescents in managing their emotional context and promote resilience in dealing with obstacles in everyday life and non-normative occurrences (Cattelino et al., 2021). On the other hand, Schunk et al. (2022) conducted two research studies to investigate emotional self-efficacy and unique emotion regulation techniques as prospective mediating factors between cyber victimization and poor welfare amidst the pandemic. Their findings show that cyber victims may have weaker emotional self-efficacy beliefs and participate in greater contemplation, an unhealthy coping method. These deficiencies in teenagers'

attitudes and capacities to manage unpleasant emotions appropriately may be responsible for the negative psychological repercussions of cyber victimization. Research suggests that self-efficacy during the Covid-19 pandemic and the consequent lockdowns is vital in discovering the stability of adolescents' mental welfare. It proved that higher self-efficacy comes with greater resilience amidst the pandemic, thereby decreasing the probabilities of depression and other disorders and increasing cognitive perception of hope and optimism (Hussong, 2021). The discussion on self-efficacy has also found its way into conflict resolution. Adolescents' empathetic predisposition levels, self-regulation abilities, and self-efficacy views substantially influenced their conflict resolution skills. Empathy is the most accurate predicting variable, followed by self-regulation and self-efficacy. Furthermore, there is a suggestion that empathy is a mediator in the association between conflict resolution abilities and self-efficacy (Turk, 2018). In addition, self-efficacy proved to be a vital variable in attaining mindfulness and self-regulation. Mindfulness and self-regulation are mental states that rely on enjoying thoughts and feelings, paying attention to the world right now, identifying the quality of this concentration, and accepting what has been discovered without judgment. It is also a foundation for self-regulation. Further, it relates to the ability to cultivate consciousness of one's self and surroundings to manage thought patterns (Ozcan & Vural, 2020). Other studies, however, advocate a positive association between psychological resilience and self-efficacy (Bingol et al., 2019).

The Initiative is the first indicator of Self-efficacy. According to Lisbona et al. (2018), work engagement and personal initiative are two common notions that are distinct but connected entities. Work engagement and self-efficacy increase personal Initiative, which leads to improved performance. In addition to viewing work engagement as a forerunner of personal Initiative, their findings lead to considering personal Initiative as a precursor of performance. The study of Glaub et al. (2014) suggested that personal initiative demonstrates how scientific information translates into action principles. Personal Initiative entails being self-starting, persistent, and future-oriented, as well as overcoming obstacles. Personal initiative behavior is a type of proactive performance inside groups; it is also conceptually well-developed. Lisbona et al. (2018) demonstrated strong correlations between self-efficacy and well-being by identifying it as a generator of well-being and a beneficial resource for dealing with job demands by functioning as a stress buffer. However, the findings of their study implied that, at least

subjectively, personal initiative is associated with performance. Therefore, personal initiative is required to explain performance behavior. This finding supports the notion that Initiative is behavioral, work engagement is a characteristic, and self-efficacy is a belief.

In context to the current plague, Kapila et al. (2020) contended that to protect learning, institutions must continue to encourage self-initiative while also developing innovative ways of providing education to learning adolescents. According to Lee et al. (2019), flipped learning has a beneficial impact on boosting students' self-directed (via self-initiative) learning capabilities, and the results differ depending on the teaching methods used. Furthermore, regarding population coverage, education systems are expanding, with the youth continuing their education at the vocational and higher levels. As a result, developing essential skills such as analytical thinking capacity, teamwork competence, autonomy, self-initiative that promotes competence and professionalism, and systematic and personal skills are more emphasized (Rama, 2019).

Persistence is the second indicator of Self-efficacy. In addition to the most commonly reported cognitive health problems, evidence suggests that change occurs after a plague which may include love for others and self-love (Chew et al., 2020). The empirical investigation illustrates how optimism influences an individual to cope with unperfected situations (Niemic, 2021). Most individual research identified positive psychological qualities that helped a person (Peterson & Seligman, 2004). Individual traits such as persistence and personal characteristics are essential to well-being and life pleasure, but they may be more crucial in times of difficulty. They may thus play a vital role in a pandemic lockdown (Casali et al., 2021).

According to a study entitled *Self-Efficacy, Motivation, and Persistence Factors at Higher Learning Institutions* by Laura K. Roch in 2019, the percentage to which "first-time, full-time undergraduate students who finish their program at the same school within a specific period" is used to calculate persistence. Persistence varies depending on how strategic the higher learning institution is, but studies reveal that persistence levels are declining. The dependent variable is persistence, while the independent variables are institution type and factors influencing persistence (Roch, 2019). Moreover, persistence definitions are sometimes institution-based; nonetheless, such is the most mainstream definition. The virtue of persistence in various

university students may be for one semester, numerous semesters, or until the student's graduation date (Roch, 2019).

Effort is the third indicator of Self-efficacy. The spread of coronavirus illness (COVID-19) and the associated countermeasures substantially influence teenage well-being. Longitudinal studies that give insight into future social, emotional, and behavioral development in teenagers still need to be completed (Daniunaite et al., 2021). A high feeling of efficacy helps one's capacity to attain goals and maintain general well-being in numerous ways. Persons with significant effectiveness see complex activities as challenges to be accomplished and not as dangers to be evaded. Compelling perspectives foster intrinsic interest and thorough immersion in activities. They set high expectations for themselves and stick to them tenaciously. When they fail, they intensify and continue their attempts (Bandura, 1994). Lovu et al. (2015) suggested that attitude and self-efficacy may considerably predict effort. Studies discovered that attitude did not predict academic accomplishment when a second multiple regression analysis was done to count the prediction weight of attitude, self-efficacy, and effort.

Fwu et al. (2017) investigated how self-exertion affects the connection between effort, acquiring virtues, and the emotional suffering of learners and parents. They suggested that there seems to be a two-edged side to effort, in that those who put forth effort but fall short often have learning virtues but experience emotional pain. Additionally, self-exertion has an insulating effect on parents, which lessens their mental anguish due to failure. Outside the family, peer group norms strongly correlate with effort (Hagger & Hamilton, 2018). When it comes to athletes with high personal standards, if they develop or maintain autonomous motivation, they are more likely to practice effective coping or exert more effort (Mouratidis & Michou, 2011).

Individual and societal resilience is navigating to and striving against external and internal forces. In times of stress, it can safeguard people's well-being and growth. As a result, resilience depends on individual traits and the resources supplied by a supportive environment (Holtge et al., 2021). Dvorsky et al. (2021) suggest that during the COVID-19 crisis, intrinsic curiosity and a positive mindset may be especially essential for developing resilience. He found that adolescents who positively adapted to the pandemic situation reported milder levels of anxiety and depression than those who did not adapt.



Identifying adaptive coping and resilience-promoting mechanisms that inspire creative solutions to enhance child and adolescent health and well-being can help to improve efforts to assist adolescents' well-being through this pandemic and future crises. Luther et al. (2021) suggest that policymakers must actively prioritize an "upstream" strategy, assuring continued support for the people who care for adolescents in their daily lives. Thus, continuing institutional mental health assistance is required for teachers, counselors, administrators, and staff.

Pecjak et al. (2021) hold that the COVID-19 epidemic drastically altered adolescents' social and learning experiences because of distant learning and social isolation, which affected their resiliency. Their research discovered a link between resilience and adolescents' psychological well-being. More resilient adolescents report less discomfort and more support than less resilient students, and resilience, coupled with social support, has been proven to intervene between the stressful COVID-19 setting and acute stress disorders. According to UNICEF (2021), adolescence is a time when girls and boys develop resilience, which is defined as the taught capacity to be prepared to deal with hardships, such as through coping methods and adaptive behaviors.

Self-efficacy viewpoints can augment resilience by cultivating emotional, cognitive, and behavioral processes during stress-ridden situations and are thus identified as an influential factor for resilience (Rutter, 1987; Werner, 1982). Turk and Kocaturk (2020) elaborated on the correlation between self-efficacy, resilience, and the role of the family. They suggested that personal characteristics and behaviors such as gentle temperament, high intelligence, emotional stability, high self-esteem, and strong self-efficacy are considered protective variables that support the development of resilience. Furthermore, the importance of reinforcing relationships in increasing self-esteem and self-efficacy is highlighted. Persons with poor self-efficacy overestimate the difficulty of undertakings. Poor self-efficacy cultivates failure, stress, helplessness, and even melancholy.

On the other hand, strong self-efficacy provides a sense of serenity and satisfaction when completing a problematic activity (Davidovitch & Yavich, 2022). Resilience and self-efficacy are attributes acquired via constructive interactions with complex life events. One's efficacy is based on an individual's confidence in their capability to attain a goal. Intentionally, it does not imply valuing other internal elements such as self-determination; instead, self-efficacy is a primary

component of motivation (Develos & Bozkus, 2018).

Methodology

The study used the quantitative non-experimental design using descriptive and correlational techniques. Firstly, it employed the descriptive correlational method, which describes a particular trait, aspect, or feature of a group with continuous data response and depicts an average level means (Gill, 2013). The correlation was employed to examine and quantify the relationship between two or more variables. Correlational research, according to Creswell (2012), is a type of quantitative non-experimental design in research that measure, describe, and establish the relationship of variables using a correlational type of statistics.

Respondents of the Study

The respondents of the study were the 400 adolescents, selected using quota sampling in South Central Mindano, Philippines.

Instruments of the Study

The study utilized an adapted and contextualized survey questionnaire to gather primary data about the constructs, which include self-efficacy and adolescents' resilience. The said research tool has a Filipino translation for efficient data gathering. Six specialists verified the instrument in the field of social studies to assess its suitability, and it received a general rate of 4.38, which translates to "very good." A pilot testing was carried out following the approval. Cronbach alpha was employed to assess the data gathering material's reliability, yielding the following running alpha coefficient results: self-efficacy (.835) and adolescents' resilience (.807).

Procedure

Multiple steps were completed to gather the information required for the research. The researcher visited the offices of various local government mayors in South Central Mindanao to seek permission to conduct the study. Upon its approval, the preparation of Google Forms to serve as a survey questionnaire was facilitated. Continuous management and collection of data and tabulation were carried out, with information screening performed to identify outliers during the analysis. Finally, data analysis and interpretation of the results were conducted to give significance to the study. Data accumulated through



the questionnaires were subjected to tallying and treatment with the use of the Mean and Pearson Product Moment Correlation. The mean was utilized to identify the degree of interpersonal support, Spirituality, self-efficacy, and resilience of adolescents. Pearson Product Moment Correlation was used to build the vital link between interpersonal support, Spirituality, self-efficacy, and resilience of adolescents.

Ethical Considerations

The study adhered to strong ethical values and standards throughout the entirety of the study. It followed the research procedure evaluation and standard rubric specifically in the management of the population and data including Voluntary Participation, Privacy and Confidentiality, Informed Consent, Recruitment, Risks, Plagiarism, Fabrication, Falsification, Conflict of Interest (COI), Deceit, Permission from Organization/ Location, and Technology Issues.

Results

Level of Self-efficacy

This part is included the different tables for the self-efficacy of adolescents represented by its indicators effort, initiative, and persistence. This was used to present the rating of the respondents to the mentioned indicators at their measures.

Table 1. *Level of Self-efficacy of Adolescents in terms of Effort*

<i>Item</i>	<i>SD</i>	<i>Mean</i>
1. When I make plans, I am certain I can make them work.	0.72	4.15
2. If I can't do a job the first time, I keep trying until I can.	0.65	4.34
3. When I have something unpleasant to do, I stick to it until I finish it.	0.79	4.17
4. When I decide to do something, I go right to work on it.	0.85	4.14
5. Failure just makes me try harder.	0.71	4.43
Section Mean	0.54	4.25

Table 1 shows the level of self-efficacy of adolescents in terms of effort. It reveals that item 5 got the highest mean rating of 4.43 with an SD of 0.71, described as “Very High”. The lowest mean rating is received by item 4 with an SD of 0.85, described as “High”. The section mean is 4.25 with an SD of 0.54, described as “Very High”.

Table 2. *Level of Self-efficacy of Adolescents in terms of Initiative*

<i>Item</i>	<i>SD</i>	<i>Mean</i>
1. I try something new even I find it complicated.	0.67	4.18
2. I enjoy doing new things no matter how difficult they may be.	0.76	4.16
3. I don't give up even if I am not initially successful in trying something new.	0.71	4.33
4. I can adapt to various situations	0.84	4.13
Section Mean	0.58	4.20

The table 2 shows the level of self-efficacy of adolescents in terms of initiative. The data shows that item 3 received the highest mean rating of 4.33 with and SD of 0.71, described as “Very High”. The lowest mean rating is received by item 4 with and SD of 0.84, described as “High”. The section mean is 4.20 with an SD of 0.58, described as “Very High”.

Table 3. *Level of Self-efficacy of Adolescents in terms of Persistence*

<i>Item</i>	<i>SD</i>	<i>Mean</i>
1. When I set important goals for myself, I always achieve them.	0.73	4.38
2. I am capable of dealing with most problems that come up in my life.	0.81	4.26
3. When unexpected problem occurs, I could handle them very well.	0.82	4.10
4. I feel confident in my ability to handle things.	0.84	4.30
Section Mean	0.64	4.26



Table 3 displays the level of self-efficacy of adolescents in terms of persistence. The highest mean rating is received by item 1 with a mean rating of 4.38 and an SD of 0.73, described as “Very High”. The lowest mean rating of 4.10 is received by item 3 with an SD of 0.82, described as “High”. The section mean is 4.26 with an SD of 0.64, described as “Very High”.

Table 4. *Level of Personal Resilience of Adolescents in terms of Emotional Regulation*

Item	SD	Mean
1. I can still manage my emotions.	0.90	4.20
2. I make a conscious effort to stay calm in tough situations.	0.77	4.27
3. I have nurtured the value of perseverance in me.	0.79	4.24
4. I have endured every adversity that came into my life.	0.69	4.45
Section Mean	0.65	4.29

The table shows that all of the items got a description of “Very High”. Item 4 got the highest mean rating of 4.45 with a standard deviation of 0.79. The lowest mean rating was received by item 1 with 4.20 and a standard deviation of 0.90. The section mean is 4.29 with a standard deviation of 0.65, described as “Very High”.

Table 5. *Level of Personal Resilience of Adolescents in terms of Novelty Seeking*

Item	SD	Mean
1. I seek new challenges for myself.	0.86	4.14
2. I love doing new things and I I’m curious.	0.75	4.22
3. I like to experiment new and intriguing things.	0.85	4.01
4. I like to find out more about things around me.	0.72	4.32
5. I think difficulty is part of life’s valuable experience.	0.71	4.44
6. I am less optimistic in my personal assessment of success, so I am not worried	1.04	3.81
7. I have clear objectives for the future	0.67	4.42
Section Mean	0.57	4.19

The table shows that item 5 got the highest mean rating of 4.44 with a standard deviation of 0.71, described as “Very High”. The lowest mean rating was received by item 6 with 3.81 and a standard deviation of 1.04, described as “High”. The section mean is 4.19 with a standard deviation of 0.57, described as “High”.

Table 6. *Level of Personal Resilience of Adolescents in terms of Positive Future Orientation*

Item	SD	Mean
1. Despite difficulties I experienced, good things can still happen.	0.59	4.61
2. There is always a happy future that awaits me and everyone.	0.52	4.69
3. I still feel positive about life and my future.	0.56	4.66
4. I have put in mind on my dreams and future goals.	0.58	4.60
5. I never stop pursuing my goals in life.	0.51	4.74
Section Mean	0.44	4.66

The table shows that item 5 got the highest mean rating of 4.74 with a standard deviation of 0.51, described as “Very High”. The lowest mean rating was received by item 4 with 4.60 and a standard deviation of 0.58, described as “Very High”. The section mean is 4.66 with a standard deviation of 0.44, described as “Very High”.

Table 7. *Significance on the Relationship between Self-efficacy and Personal Resilience of Adolescents during a Pandemic*

Self-efficacy	Personal Resilience			Overall
	Novelty Seeking	Emotional Regulation	Positive Future Orientation	
Initiative	.524**	.441**	.281**	.535**
	.000	.000	.000	.000
Effort	.456**	.350**	.285**	.461**
	.000	.000	.000	.000
Persistence	.486**	.466**	.387**	.565**
	.000	.000	.000	.000
Overall	.596**	.515**	.391**	.638**
	.000	.000	.000	.000

Table 7 shows the level of significance on the relationship between *self-efficacy* and *adolescents' resilience*. The overall r -value is 0.638. The p -value is less than the .05 level of significance. The result is *significant*, hence the rejection of the null hypothesis.

Discussion

Self-efficacy of Adolescents

The significant level of *self-efficacy* is the outcome of respondents' evaluation of the variable's measurement: *initiative, effort, and persistence*, which all got very high results. It shows that respondents rated *self-efficacy* as always manifested together with its variable measurement constructs. It confirms the study of Cattellino et al. (2019) that adolescents can better manage their activities and can motivate them to get over the demands of life in an everyday context when they improve their agency which eventually develops self-efficacy behavior and perspectives. Moreover, individuals with higher self-efficacy can face trials and problems more effectively than those who feel stress (Netz, Wu, Becker, Tenenbaum, 2005). Consequently, it is considered an essential factor for promoting adolescents coping behavior as it does not only focus on positive thinking and hedonic balance (Burger & Samuel, 2017).

Adolescents' Resilience

The general high ratings of adolescents' resilience are the outcome of the variable measurements' rating, namely *novelty seeking, emotional regulation, and positive future orientation*. All of these measures of the variable's construct got very high ratings. It indicates that personal resilience during a pandemic always manifests as respondents assess it.

The result supports the study of Höltege et al. (2021) that resilience is considered as a vital component of a complex connection between risk and protection factors used to advance personal and contextual means to go through and overcome hardships in life. Further, resilience is a critical factor in an individual's capacity to adapt and cope with stressful events and environments to enhance well-being (Cleary et al., 2018). Additionally, Hendriani (2018) stated that the capacity to be resilient helps people to win against adversities, pressures, and challenges in life and enable people to achieve their goals and aspirations. At different life stages. Moreover, studies show that resilient adolescents are not usually prone to mental

health issues and problems (depression and anxiety) (Hjemdal et al., 2011; Fischer et al., 2019; Ollmann et al., 2021). The research of Beames et al. (2021) also discovered that adolescents who showed significant levels of resiliency were capable of withstanding unprecedented scenarios, like the covid-19 pandemic that severely disrupted their daily routine.

Relationship between Self-efficacy and Adolescents' Resilience

Examining results between variables shows a considerable correlation between self-efficacy and personal resilience that leads to the rejection of the null hypothesis. It infers that adolescents' self-efficacy in Region XII correlates with personal resilience. The general outcome of adolescents' self-efficacy in this locale correlates with personal resilience. Indicators such as initiative, effort, and persistence relate to personal resilience, specifically in novelty seeking, emotional management, and optimistic future perception. Consequently, the self-efficacy theory of Bandura (1997), supports this as it emphasizes that people who are more self-efficacious believe in themselves and their capacity amidst adversities. They can also think of difficulties as challenges, not as dangers or unprecedented events, and feel less negativity when faced with demanding tasks. Consequently, stimulating positivity, motivation, care, and support, especially in difficult situations can foster and increase self-efficacy beliefs can be essential in promoting resilience admits diversity and distress (Schwarzer & Warner, 2013). Additionally, Meyer et al. (2020), emphasized that fortifying self-efficacy may be the most essential resilience factor to come with high levels of stress. Consequently, establishing high self-efficacy can help individuals, especially adolescents to foster resilience and be able to success in life and achieve future goals.

Conclusion

The level of self-efficacy and personal resilience is very high, signifying that these variables are observed and demonstrated by adolescents. Furthermore, there is significant relationship between the two variables.

It relates to the resiliency theory that links resilience to the development of adolescents (Fergus & Zimmerman, 2005). The theory also elucidates that in spite of being vulnerable and exposed to risks, adolescents can still grow and develop as adults with healthy body, mind, and well-being (Garmezy, 1991; Masten, Cutuli, Herbers, & Reed, 2007; Rutter, 1987;

Werner & Smith, 1982). Moreover, resilience serves as a vital element in alleviating risk as it works as a protective factor used by individuals on personal and contextual triumph against adversities (Luthar et al., 2000; Ungar, 2018; Höltge et al., 2021). Hence, resilience is considered to be a protective factor that can promote psychological well-being of individuals alleviating the effects of stressful life events and trauma as it also help accelerate recovery from distress and risk (Davydov et al., 2010).

In light of the results and conclusion, the following are recommended:

The significant relationship of the three variables prove that these variables should be given sufficient consideration by the adolescents, supported by the significant individuals in their life (family, friends, and community). When these self-efficacy is upheld, the stronger is the resilience of adolescents and help them succeed amidst vulnerability.

The Department of Social Welfare and Development (DSWD) can formulate policy for creating enabling environment for maintaining high levels of self-efficacy and resilience among adolescents in South Central Mindanao.

A study of other indicators should be conducted to explore the characteristics of those indicators, which can also ascertain the resilience of adolescents. In addition, similar research can be conducted to in a bigger or different locale to further provide information on these variables.

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